

Appendix

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- D. **Helping Vouteers Recognize 4-H'ers, from
National 4-H recognition Model, CSREES/USDA
Publication**
- E. **I Have to Do What? *Pieces to a 4-H Presentation*,
Iowa State University Extension Publication,
Ames, Iowa.**





Group Building 1

Commonalities

Objectives:

1. To begin to build trust within the group
2. To raise awareness of the similarities between 4-H offerings in differing locales or between 4-H and partnering organizations (depending upon the audience you are reaching)

Materials:

- Pen and paper for each group

What to do -

What to Say -

Introduce the exercise

It is our goal with this next exercise to begin the process of trust building that is crucial to the effectiveness of any group. Groups, like individuals, are learning and growing organisms, and the foundation for healthy growth within a group is the development of trust among its members. Trust promotes emotional safety for all who belong to the group.

Therefore activities that enhance the development of trust are critical to the health and success of the group.

The first step in trust building is simply to get to know one another and, specifically to discover the similarities held by members of the group.

It is, therefore, important to provide opportunities for the youth in your youth development program to learn more about one another.

We are coming together today from different (counties, states, youth serving organizations—use the description that fits). We know that we share a



What to do–

What to Say–

Divide participants into clusters of 3's or 4's using any grouping method you choose. Give each cluster a piece of paper and a pen.

common denominator of youth development programming, but we may not know much more about one another. Since we are going to be living and working together for the next four days, it is important that we discover more of our commonalities. It is difficult to build trust quickly with a large number of people, so we are going to break our group into smaller units to begin this process.

The task of each cluster is to generate a list of things that are common to everyone in the cluster but which would not be identifiable by looking at cluster members. For example, you might find that you all speak a foreign language or have the same number of brothers and sisters. Remember that things like, hair color, eye color, clothing etc. are visible similarities and can't be used. I want you to write as many commonalities as you can identify on the paper at your table. I will give you five minutes to do this and then ask you to report your cluster's findings to the total group.

Move about the room to monitor the progress of the clusters. If people are struggling, you can offer some additional suggestions for unseen similarities such as:

All have traveled to a certain country

All have the same letter starting their last names

All wear contact lenses

After five minutes (or when clusters have generated a sizable list), call time and lead the group in reporting their cluster findings.



What to do–

What to Say–

Continue the cluster reports until all clusters have shared. Make certain that all clusters have reported so that all participants are included in the findings.

Lead a discussion to draw implications from discovering these similarities using the following questions.

Lead the group in introducing participants to the total group.

After all introductions have been made, bring closure to the lesson.

Let's hear what you have learned about one another in this short time. Which cluster would like to report first?

When I first gave you the instructions for this exercise, what was your feeling about the task?
What were you feeling at the end of the activity?
How did you go about determining what your similarities were?
Did you hear similar commonalities to those of your cluster mentioned from other clusters?
What was the most surprising commonality you identified?
How will any of this information enhance the group?
How would an activity like this be used with your youth program?

Although we can't build trust in a large group quickly, we can at least begin to learn one another's names. I would like participants to stand and tell us their names and the location of their youth development program. If you are a partnering organization, tell us what organization you represent.



What to do–

What to Say–

Given only a few minutes, it's amazing how many commonalities people can find with each other. You have identified quite a number of things you have in common with your cluster. You have also recognized that some people in other clusters share some commonalities with you and your cluster and perhaps you have thought of connecting with those people later in the session. Obviously, we do not have to spend a lot of time doing group-building activities to begin to see the many ways we are similar to one another. However, repetition is important to growth and it will be necessary to structure in SOME time for a group building activity every time the group gets together if you are to achieve a safe and healthy group environment.

If you are working with a group that includes 4-H and one or more partnering organizations, add comments about that partnership as it relates to this exercise.

During this training, we will be exploring the commonalities between your youth development organization and 4-H. Since you have elected to attend this “Starting 4-H Clubs” training, we assume that you are interested in exploring the ways in which a 4-H club could benefit your youth program. You may already have some perceptions or expectations about working with 4-H, and those expectations may or may not change dramatically during the next few days. Hopefully we will find the areas of your program that have a lot in common with the 4-H program and you will discover ways to integrate 4-H into your ongoing successful program offerings. Our goal is that you will walk out of this training with a usable plan to begin integrating and implementing 4-H clubs.

Adapted and Used with Permission: Rohnke, K., Butler, S., (1995). Quicksilver, Kendall/Hunt, Dubuque, IA, pp 76.



Group Building 2

Who?

Objectives:

1. To help participants learn more about one another
2. To continue the process of building trust within the group

Materials:

- ☐ “Who?” work-sheets
- ☐ Pen or pencil

What to do -

What to Say -

Introduce the activity

As you recall, effective group process includes activities at every meeting that provide group members with an opportunity to learn more about one another. The purpose of learning more about one another is to build trust among group members and as a result to increase and/ or support the level of trust and emotional safety within the group.

Today we are continuing that process using this survey sheet.

Hand out the “Who” work sheet.

This sheet contains 16 questions. I want you to find people in the room who can answer yes to a question on your sheet and ask them to sign their name beside the question. Your goal is to get a signature for each statement.

Here are the rules for the activity.

Participants can sign more than once on another participant’s sheet.

Participants cannot sign their own sheet.

Participants may not volunteer their names, but must be asked before giving their signature.



What to do-

What to Say-

Move about the room to monitor the progress of the group. Call time early if participants have completed the task before the ten minutes has lapsed. (Always give a one- minute heads up before calling time.)

I am going to give you 10 minutes to complete this task.

How many people were able to get signatures for every question?

How did you feel when you found people who could sign for the same questions you could?

How did you go about finding people to sign your work sheet?

What questions were hardest to get signatures for?

What did you learn from this activity about others in the group?

How could you use this activity with youth or staff ?

Bring closure to the activity

We have used this activity to discover areas of common experience and interests. You may have discovered more common interests within the group than you were aware of before. As we increase our knowledge of common interests or experiences we will find it easier to share ideas and skills with the group. This sharing will enhance the learning experience for everyone; the larger the idea pool, the greater the benefit.

Brown & Uhler, (2003), USDA/AYD Project Specialists



WHO?

WHO HAS A CHILD UNDER 5 YEARS OLD? _____

WHO IS NAMED AFTER A FAMILY MEMBER? _____

WHO HAS RECENTLY READ A BOOK? _____

WHAT BOOK _____

WHO HAS TAKEN A 5 DAY VACATION IN THE LAST 6 MONTHS?

WHO HAS A LAST NAME THAT BEGINS WITH "B"? _____

WHO PLAYS A SPORT? _____

WHAT SPORT? _____

WHO HAS VISITED WASHINGTON, DC? _____

WHO WAS BORN ON OR NEAR A HOLIDAY? _____

WHAT HOLIDAY? _____

WHO LIKES COOKED SPINACH? _____

WHO HAS GRANDCHILDREN? _____

WHO WAS A 4-H MEMBER AS A CHILD? _____

WHO HAS RECENTLY BEEN TO A MOVIE THEATRE? _____

WHAT MOVIE DID YOU SEE? _____

WHO HAS A HOUSEHOLD OF 5 OR MORE? _____

WHO HAS VISITED DISNEY WORLD? _____

WHO WAS BORN IN ANOTHER COUNTRY? _____

What to do-

What to Say-



Group Building 3

Claytionary

Objectives:

1. To demonstrate individual approaches to group task.
2. To help participants recognize differences among members in approaching a group task.
3. To reinforce the value a variety of approaches adds to a group task.

Materials:

- ☐ Containers of Play Dough (pre-warmed or softened)
 - Have enough containers for one for each of the groups of 4-6 members you will form from the total group.
- ☐ Slips of paper containing words or phrases related to 4-H. Have enough slips for one of each word or phrase for each group.
 - Possible Claytionary topics:
 - 4-H Clover
 - Photography
 - Technology
 - Fine Arts –Hands
 - Heart –Head
 - Youth
- ☐ Bell

What to do -

Introduce the Activity

What to Say -

We have used activities that promoted trust building by helping participants discover more about one another. Now we are going to continue the process of building trust within a group, by offering an opportunity to use individual skills in a common task. At this early stage in the group's development, it is important to use playful activities whose results are not critical to the success of the group. Obviously, these activities must involve everyone in the group in a team effort.



What to do–

Divide the class into groups of four to six using a method of grouping that you prefer. You can establish as many groups as you have containers of Play Dough, but have at least four members in each group. Give them the instructions for the activity and start the first round.

Watch the groups carefully and do not let them get hung up on selecting a name. Let them know when they have one minute left. As soon as all groups have completed the task, give the directions for the next step.

What to Say–

I am going to give one person in each of your groups a word or phrase related to 4-H in some general way. I will also give this person a container of Play Dough. Using only the Play Dough, this person's task will be to provide a clue to the group as to what this word or phrase is. The first group to give me the correct answer will be the winner of the first round. Groups will then designate new modelers and I will give each of them a new word or phrase. We will continue this process until all members of your group have had a chance to be modelers.

In order to keep track of our groups, each group will need a name. I am going to give you three minutes to come up with a name for your group and to designate the first modeler. When you have done that I would like everyone in your group to raise their hands so that I can tell when all groups are ready.

When I ring this bell, modelers will come to this table and get their clay and the slip of paper that contains the word or phrase their group is to identify. Remember that modelers may not say anything to the group nor can they show their note to anyone in the group.



What to do–

What to Say–

Ring the bell and give the modelers the Play Dough and the slip of paper.

Monitor the progress of the groups. Ring the bell and call time when the first correct answer is given and record the name of that team.

Give the team a minute to designate a new modeler and then ring the bell. Continue with this process until all the members of each group have served as modelers. Then lead a discussion of the experience using the provided questions.

OK. (Name) team has won this round. It is time to designate a new modeler for your group. When I ring the bell we will start again.

How did you feel when you were the modeler?

How did it feel to be part of the group figuring out what was being modeled?

How did your group go about choosing a name?

How did your group go about identifying the word or phrase modeled?

How did you approach your part of the task?

How did others in your group approach the task?

If you were to tackle another task with this team, how would you structure your efforts based upon what you experienced in this exercise

This exercise introduced the similar and different ways in which individuals approach a group task. As youth recognize the need for a variety of approaches to a group effort, they are better able to affirm the contributions of all members and build trust in working together. As a result, members see themselves as contributors to the group and should feel an increased sense of belonging. As



What to do-

What to Say-

You may choose to use this exercise to introduce the next lesson.

you will recall, contribution and belonging are needs that must be met in environments that promote youth development.

What did all the groups in the room have in common? (They will at least have had the same task and the same amount of play dough.)

How did the groups differ in their approach to the task?

Why do you think there were differences between these groups?

You were all given the same amount of dough and the same topics to model. Yet, you all had different ways to accomplish the same task. The individualizing of this task is the same process you will use in determining how you will deliver and market 4-H youth development in your communities

